

Rokesly Junior School Assessment Policy

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Spring 2020

Review: Spring 2021

(Reviewed annually)

Person responsible for review: Assessment Co-ordinator

Purpose

The purpose of this policy is to support school improvement and the raising of standards of achievement and attainment for all our pupils. It will set out the rationale and practical application of assessment at Rokesly Junior School and will ensure that assessment practice in school adheres to the DFE Assessment Principles 2014 and Rokesly Junior School's Vision.

This policy works alongside the School's Curriculum Statement and Marking Policy

Aims and Principles of Assessment at Rokesly Junior School

To ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- High quality, in depth teaching, is supported and informed by high quality formative assessment. (ongoing assessment)
- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- assessment supports informative and productive conversations with pupils and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- assessment is inclusive of all abilities.

Attainment and achievement

Attainment refers to the standards a pupil has reached. This is a measure of relative performance against the average level of performance for a child of a similar age. Attainment is measured in relation to national average standards and is judged in comparison to all schools.

Achievement is a relative measure that refers to how much progress a pupil has made from their initial starting point. Achievement can be measured over different time frames: a term; an academic year or a Key Stage.

As a school we aim to create a **high achievement culture** and expect every pupil to reach the highest possible attainment that they are capable of.

Delivery

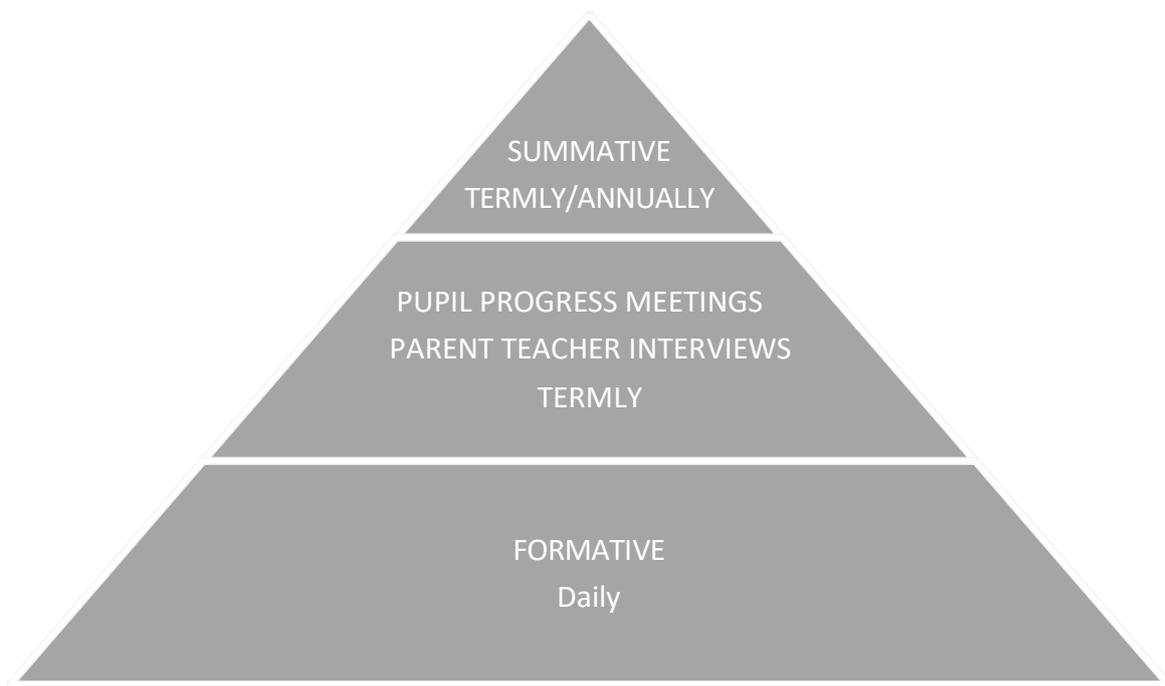
We use three broad overarching forms of assessment:

‘Day to Day In-School Formative Assessment’

‘In-School Summative Assessment’

‘Nationally Standardised Summative Assessments’.

The following diagram is an illustration of the proportionate role different forms of assessment take in Rokesly Junior School.



In all aspects of assessment, children will be taught and assessed against the key skills, knowledge and understanding appropriate for their age as set out in the Primary Curriculum.

The vast majority of our assessment is formative on-going assessment that involves teachers giving feedback to children that relates to what they have achieved and areas they need to improve on. We recognise that this element of assessment is perhaps the most crucial in enabling progress to take place.

Pupil progress meetings between class teachers and members of the Senior Leadership Team happen once each term. These meetings are to establish how the children are performing in relation to their age related expectations and are done alongside book looks every half term and lesson observations to find ways to ensure that all children are supported in their learning in a manner that reflects their individual needs. Children that may be in danger of falling behind are also identified; the SLT are then able to discuss how these children might be supported with the teachers to ensure that actions are taken to accelerate the children's learning. Likewise, children that are exceeding age related expectations are discussed and extension work put in place as appropriate.

Day-to-Day In-School Formative Assessment at Rokesly Junior School

'Day to Day In-School Formative Assessment' is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Day-to Day In-School Formative Assessment:

- Supports children in measuring their knowledge and understanding against learning objectives, often using success criteria to help identify where they need to target their efforts to improve.
- Ensures that misconceptions are identified at an individual level and that every child will be appropriately supported to make progress and meet expectations

A range of 'Day-to-Day In-School Formative Assessments' are used at Rokesly Junior School including:

- **Oral marking** - with the child present, giving positive feedback and offering ideas for improvement. The first 15mins of the day gives the teacher the opportunity to provide this verbal feedback.
- **Cloze marking** – with a tick or cross, where there is a right or wrong answer.
- **Symbol marking** – where errors are identified using the agreed marking symbols* . After each occasion the children should be given time to improve their work during the next lesson.

- **Peer Assessment** – where another child marks the work against given criteria using a green pen.
- **Self- Assessment**- where children mark their own work against given criteria and/or identify the next steps for their learning using a green pen.
- **“T” Task marking** – where children are given a written comment/question identifying an area for improvement.
- **Use of success criteria** in writing to identify successes and targets.

*(See marking policy for more detail about the different symbols used)

Parents and carers are sent home a sample of marked work during the first academic term to see an example of their child’s writing and how the marking symbols are used.

‘In-School Summative Assessment’ at Rokesly Junior School

In-school summative assessments are used to monitor and support children’s performance. They can help provide children with information about how well they have learned and understood a topic or course of work taught over a period of time. In-school summative assessments also inform parents about achievement and progress. Teachers make use of in school summative assessments to evaluate pupil learning and to inform their planning for subsequent teaching and learning. In-school summative assessments are also used at a whole school level to monitor the performance of pupil cohorts and to identify where interventions may be required.

A range of ‘In-school-summative assessments’ are used including:

- End of Autumn, Spring and Summer term standardised tests (Puma for maths, Pira for reading)
- Termly grammar and spelling assessments and an end of year standardised test (GAPs)
- Use of writing criteria to assess progress in writing and to identify gaps in children’s knowledge and understanding and to generate an appropriate “step” on the Target Tracker tracking system.
- Short end of topic tasks e.g. unit assessments in Science. Teachers use these to assess and review the learning and to adapt their planning having identified areas which require more teacher input.
- Regular reviews, as appropriate, for pupils with SEN and disabilities

This is followed by the termly monitoring of assessments with senior leaders during pupil progress reviews. The assessments also help to identify children who require additional intervention.

National standardised summative assessments

Reading, Maths, Grammar, Punctuation and Spelling

Nationally standardised assessments are used to provide information on how children are performing in comparison to children nationally. They enable the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. Junior school pupils sit assessments at the end of year 6 in maths, reading and grammar punctuation and spelling. A scaled score of 100 represents the expected standard on the test. Pupils scoring at least 100 will have met the expected standard on the test. However, given that the difficulty of the tests may vary each year, the number of raw score marks needed to achieve a scaled score of 100 may change.

Writing and Science

Teacher assessments are submitted for writing and science at the end of year 6.

An inclusive approach to assessment

At Rokesly we ensure that all children have equal opportunities, regardless of gender, ethnicity, additional educational needs and disability. All groups can be tracked within the Target Tracker tracking system.

All children are given opportunities to show what they know, understand and can do. If necessary the assessment procedures are adapted or extra support given to enable them to do so. In addition to the assessments above, the school makes use of additional diagnostic assessments (e.g. use of Sandwell one-to-one assessments in maths) to contribute to the early and accurate identification of children's special education needs and any requirements for support and intervention.

Tracking of progress and recording achievement

"Target Tracker" is used to electronically record and monitor children's progress.

Progress is measured in steps. Each step is numbered according to the appropriate year group and sub-divided accordingly:

B	B+	W	W+	S	S+
beginning	beginning +	working at	working at +	secure	secure +

For example a year 4 child working at age expectation, starting the year 4 curriculum will be recorded as 4B. If the same child finishes the academic year secure in their understanding of the year 4 objectives they will be recorded as 4S.

Children must demonstrate evidence of age appropriate work before their teacher moves them up a year group or sub-division of a step on Target Tracker.

Different pupil groups are tracked and the data analysed to identify pupils and groups of children who may be falling behind in their learning and making less progress. Ways to overcome barriers to learning are explored and implemented. The school works in partnership with individuals and organisations (such as the EWO and educational psychologist) in order to achieve this.

“Mark” Rising Stars online tracking system is used to record children’s marks in termly maths and reading and assessments, identify areas of weakness and track progress through the use of standardised scores.

Record File – children’s individual files containing their end of Key Stage results are kept in the Headteacher’s office.

Class Record Files – kept by the class teacher contain both formal and ongoing assessments completed during an academic year.

Reporting of pupil’s progress and achievement to parents

We report to parents in a variety of ways.

- Verbally – regular routine consultations, special request consultations and parents’ evenings which are held termly.
- Written – An annual school report and End of Key Stage SATs results.

Written reports to parents contain the following information:

- Whether the pupils have reached the expected national standard or are working at greater depth in a subject.
- The understanding the pupils have of key aspects of a subject.
- The extent to which the pupils have developed subject specific skills.
- Targets for future development.
- Reports are sent to parents allowing time for appropriate action or discussion to take place.

The Role of the Governors

Governors have a crucial role in ensuring the school has accurate assessment information for all children. Although Governors will not know individual children’s results, it is essential that governors are aware of how groups of children are performing and the progress they are making. The school will report to the governors termly on progress made in each year group and for each identifiable group of children.

The school will provide thorough and accurate reports and analysis on the performance of children against national expectations at the end of Key Stage 2. 7